

SPECIALIZED PROGRAM ISSUES	COMMENT OR FURTHER ATTENTION NEEDED
ADMINISTRATIVE SERVICES	
For the Professional Clear Administrative Services credential there are both Standards based and Guidelines based programs. Standards based are included in the accreditation system. Guidelines based are reviewed by staff and approved by the Commission	Guidelines-based program option just recently implemented by the Commission. Time is needed to implement before further recommendations can be made.
SB 1655 (Scott, Statutes of 2002) allows institutions to waive requirements for professional level for candidates who successfully demonstrate mastery of field work experience. Monitoring of implementation falls within accreditation but because it is a new requirement, has not been incorporated into review process.	Work Group (Training of reviewers)
PUPIL PERSONNEL SERVICES	
With the four types of PPS credentials, it is very difficult to have members of the review team with expertise in each of the credential areas.	Work Group to Address (Structure of Site visit, team composition, training)
Role of national professional associations in the California process.	Work Group to Address (National Program Accreditation)
DESIGNATED SUBJECTS	
The Designated Subjects standards are due to be revised	Supplemental to Work Group (Commission's core responsibilities to periodically revise standards)
There are both IHE sponsored programs and LEA sponsored programs. Currently, only the IHE sponsored programs are reviewed through the accreditation process.	Work Group
INTERN	
Intern programs must 'front-load' the candidates' learning prior to the candidate taking responsibility for the day to day teaching. The SB 2042 standards do not seem to emphasize this requirement.	SB 2042 Implementation Follow Up
Internships and the SB 2042 Standards: a) Admission Process - This is critical in an Intern program but may not be examined sufficiently through the review process (Implementation Issue) b) Pre-service component --Standard 17b – (Does it need to be revised or supplemented to adequately address internships?) b) Supervision—internships require supervision and support in a different manner than student teaching based programs. (Standards issue and Implementation Issue)	a) Work Group b) SB 2042 Implementation Follow Up c) Could be either implementation issue (work group) or SB 2042 Implementation Follow-Up

Early Completion Option (SB 57) An option that requires passage of an examination to qualify and successful completion of the TPA or the equivalent to complete. All Intern programs must offer this ECO.	Work Group (If and how to incorporate into accreditation process, training of reviewers)
Individualized Intern Certificate-This candidate should be supervised by both the IHE and the employer. There are no methods in place to confirm the supervision. At the time of an accreditation visit, this should be reviewed.	Work Group (If and how to incorporate into accreditation process, training of reviewers)
Education Specialist may not have sufficient structure or review.	Supplemental to Work Group (SB 2042 Follow Up?)
SPECIAL EDUCATION	
Early Childhood and Resource Specialist* Certificates- have never been reviewed during Accreditation visits and RSP Certificate Local Assessor Panels (held in district or county offices) have never had an accreditation review process, but candidates still request having access where IHEs have closed RSP Certificate Programs	Work group (If and how to incorporate into accreditation process, training of reviewers)
Determination of the specific role that national professional organizations' standards and reviews play within the CA process: <ul style="list-style-type: none"> • ASHA-American Speech and Hearing Association • CEC-Council for Exceptional Children • CED-Council on Education of the Deaf • AER-Association of Education and Research for the Visually Impaired 	Work Group (National program accreditation and standards)
The programs have different structures: Mild/Moderate, Moderate/Severe and Low Incidence all have 2 levels Clinical Rehabilitation, Orientation and Mobility and Audiology = 1 level	Supplemental to Work Group (Follow up on Special Ed Credentialing and Standards)
The programs apply to different ages: Mild/Moderate and Moderate/Severe = K-12 Low Incidence = Birth to 22 yrs.	Supplemental to Work Group (Follow up on Special Ed Credentialing and Standards)
Standards Revision a. how changes in NCLB and IDEA compliance will affect our current standards b. staff time and process to keep state and national standards <u>currently</u> aligned c. ASHA has new standards as of January 2005 which we need to review and compare to CTC standards	Supplemental to Work Group (Follow up on Special Ed Credentialing and Standards)
Team assignment/size issues for Special Education at the current site visits: a. having team member expertise in each Sp.Ed. program offered b. having enough team members trained in each program (practioners and IHE)	Work group (composition and size of review teams, site visit structure)
Clinical Rehabilitation:	Work Group

a. due to small number of faculty, it is difficult for them to write both to ASHA and CTC standards (opinion of some) and "participate" in both reviews b. ASHA review timelines may affect "a"	(national program standards)
AB 1059-ENGLISH LEARNER (STANDARD 13)	
It is reported by some that the English Learner requirements contained in Teacher Prep Standard 13 and Induction Standard 19 are either 1) not adequate or 2) not being implemented as written.	Supplemental to Work Group (SB 2042 Implementation Follow Up)